

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary Redcliffe and Temple School
Number of pupils in school	1764
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	Interim reviews through the academic year and full reviews annually up until December 2024
Statement authorised by	Del Planter
Pupil premium lead	Emma Cottell
Governor / Trustee lead	Denise Nixon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 245,085
Recovery premium funding allocation this academic year	£ £58,512
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 303.597

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambitious vision to establish the school as a beacon of excellence locally and nationally, means that we are well-placed to meet the opportunities and challenges we face as a community, city, sector and nation. Education is not value neutral and therefore we have jointly created and are transparent about what we value as a school community. With this in the forefront of our minds we are ready to refocus on our disadvantaged learners.

With a clear emphasis on our School Improvement Plan's three areas, disadvantaged students and families are at the centre of our implementation and intended impact. Through embedding a culture of safeguarding that is exceptional and, crucially, meeting the needs of all of our stakeholders we are upholding our ALIVE charter. This is supported and extended with our embedding an inclusive and ambitious culture for learning through our good relationships. It is then using these good relationships to empower learning through high standards in all of our classrooms, every lesson, every day.

Our continued intention is that all pupils, regardless of their background make at least good progress and attain well across the curriculum as well as enriching them to be fully ALIVE within our school and the wider community. All that we do is centred in hope, hope of who we are as people, and who we can become. Our Alive Model of Learning: Safe Boundaries, Good Relationships and Empowered Learning underpin every aspect of life at St Mary Redcliffe and Temple School.

The focus of our Pupil Premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the different challenges faced by vulnerable pupils. We want all our students to be empowered active learners. We believe the "glory of God is a human being fully alive" as detailed in our Alive model of learning which is active and reflects our values, beliefs, and aspirations.

Our approach will continue to be dynamic; informed by diagnostic data, not assumptions. We intend to ensure an appropriate level of challenge and support, proactive interventions and utilising all stakeholders as appropriate. We are mindful of political impartiality and celebrate the natural congruence between our Alive Model and British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We have a renewed focus on disadvantaged students to ensure that they acquire the knowledge and cultural capital that they need to succeed. The role of reading is central to this. This is supported by the Christian distinctiveness of the school and its ALIVE values. These values are threaded through our curriculum design and content. Diversity and choice are at the heart of our curriculum design.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge	Lead
1	Observations, work scrutiny, student voice and assessment data indicates that disadvantaged students are not attaining high enough grades in Maths. Our KS3 outcomes and AQ indicate that the combination of disadvantage and pandemic pressures may have differentially impacted on Maths; this is supported by national research. To ensure that the recovery strategy reduces the significant knowledge and skills gaps remains a challenge post pandemic.	ITa/Lsi
2	Baseline testing, literacy and reading testing upon entry into Year 7 and across KS3 show significant numbers of students who enter and continue with below age-related expectations. For 2023-4 60.42% of Year 7, 60.53% of Year 8 and 78% of Year 9 are below their chronological reading age. Overall, 60.68% of PP students are below their chronological reading age compared with 43.05% of Non-PP students. Building on this there is a need to strengthen the reading recovery across the school, but particularly in KS3. Also, further developing the reading culture of the school.	ECo/PBo
3	Positively reduce the current attendance gap by 2 percentage points. Is it essential that disadvantaged students' attendance is rapidly increased to facilitate better outcomes.  We are pleased that significant progress has been made in recovering attendance, although it has improved it is still 'below' non-PP (94.25%) and our ambitious target of 97% which we continue to aim for. Our current attendance data for PP students is 91.22%. Persistence absence was below the national level of 28.3% in state-funded secondary schools.	Ath
4	A disproportionately high number of disadvantaged students are receiving behaviour sanctions. The data is showing we are having an impact. Although we have a fast-reducing trend this remains a priority. We are also focused on improving the rates of rewards and positive recognition for PP students.	KDu
5	Adapting our Teaching and Learning to meet the needs of all students to facilitate more rapid and sustained rates of progress. Embedding a variety of approaches such as retrieval practice and spaced learning. Students know more and remember more especially at KS3 whilst embedding the SMRT effective lesson approach as well as the Four Domains.	DGo
6	To further develop a targeted progression (careers) strategy for KS3 which demonstrates the highest expectations and is valued by all stakeholders. To include a bespoke provision for disadvantaged students involving a KS3 careers passport. Current 2023 (awaiting 8.89% responses) Year 11 Disadvantaged students: 51.11% went to FE colleges; 35.56%	JHE

	stayed at SMRT for A levels and 2.22% attended other 6 <sup>th</sup> forms; 2.22% started apprenticeships and 0% NEET 2%	
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1	Improved attainment among disadvantaged pupils in Maths.	By the end of our current strategy, the gap between disadvantaged students and non-disadvantaged students gaining 5+ and 7+ in Maths will be positively reduced. At KS3 disadvantaged student Attitude to Learning and attainment will have increased and will be evidenced by internal assessment data, learning walks, work scrutinies and student voice.
2	Improved reading comprehension among disadvantaged pupils in KS3.  A more cohesive reading culture established.  An established and successful reading recovery.	Lucid, Accelerated Reader and baseline tests reflect an improvement in disadvantaged students who enter the school below age-related expectations. Internal QA reflects better subject literacy across the curriculum. Internal KS3 assessment data reflects reading comprehension has improved across the curriculum. Reading for pleasure is measured across engagement in extra-curricular activities, competitions and interdisciplinary literacy is evidenced around the school sites.  Reading ages have risen as well as reading comprehension and fluency as evidenced by SEND and literacy intervention data. Additionally, reading-based assessment data has risen at KS3.
3	Closing gap between disadvantaged and non-disadvantaged attendance.	SMRT 97% attendance for all students – data shows disadvantaged students to be more in line with the pre-pandemic national average of 94.5%.
4	Significant reduction in disadvantaged students' number of behaviour sanctions. Building resilience through trauma-informed practice.	Behaviour and inclusion data evidences significant reduction of repeat sanctions and/or high-level sanctions and increased engagement and merited rewards form baseline starting point.

		Evidence base to include internal assessment data, learning walks, work scrutinies and stakeholder voice.
5	Adaptive teaching to improve all students' outcomes. Building a variety of practice such as retrieval and spaced learning.	Disadvantaged - An increase in the number of students who are in line with non-disadvantaged students' progress in each KS3 year.
6	More targeted and bespoke careers and progression IAG for disadvantaged students.	Introduction of a KS3 passport documenting involving expanding cultural capital and CIAG activities and opportunities. Larger number of disadvantaged learners doing A-Levels or Level 3 Apprenticeships/Courses

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 142,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Increased staffing in numeracy interventions both within SEND and Maths. Abi Mullens and Cath Roberts.	Teaching in small groups and one-to-one can have a high impact for a moderate cost as evidence by the EEF Teacher's Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1

<p>2. Maths Hub and mastery funding required cover for staff to attend.</p>	<p>The DfE non-statutory KS3 guidance draws on evidence-based approaches  <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a>          Development of Maths teaching is vital to include accurate assessment of prior knowledge, teaching problem solving strategies and students' understanding.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>          Engagement with and delivery of mastery methods in Maths can have a high impact with low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1</p>
<p>3. Build on the work initiated on the March and June INSET days focused on Metacognition strategies to officially capture/design and launch our approach to spaced practice, retrieval practice and interleaving.</p>	<p><a href="https://www.learningscientists.org/spaced-practice">https://www.learningscientists.org/spaced-practice</a>  <a href="https://www.learningscientists.org/retrieval-practice">https://www.learningscientists.org/retrieval-practice</a>  <a href="https://www.learningscientists.org/interleaving">https://www.learningscientists.org/interleaving</a></p>	<p>5</p>
<p>4. The 4 Domains and Flourishing People</p>	<p><a href="#">Great Teaching Toolkit</a>          Flourishing Together Swaner, Wolfe and Wilkin.</p>	<p>1,2,4 and 5</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £68,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1. Implementation of reading strategy</p>	<p>Improving school-wide subject literacy in line with the EEF guidance is vital.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Our literacy interventions draw on the EEF toolkit for both oral language and comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Also, adhering to the research of Alex Quigley</p> <p><a href="https://www.theconfidentteacher.com/category/closing-the-reading-gap/">https://www.theconfidentteacher.com/category/closing-the-reading-gap/</a></p> <p>and the recommendations of the Oxford Language report</p> <p><a href="https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk">https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk</a></p>	<p>2</p>
<p>2. National Tutoring Programme.</p> <p>Engaging with, Maths. A significant proportion of those participating are disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 and 2</p>
<p>3. School-led tutoring.</p> <p>Engaging with all EBacc subjects. A significant proportion of those participating are disadvantaged</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 and 3</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1. Increased provision of in-house mental health expertise and support</p>	<p>By focusing on targeted students with a specific outcome, our experience has found that a moderate impact can be achieved</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>This role facilitates stronger relationships with harder to engage parents so a moderate impact is achieved</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>DFE -<a href="#">Mental health and behaviour in schools</a></p> <p>DFE -<a href="#">Senior mental health lead training</a></p>	<p>3 and 4</p>
<p>2. Extended Fixed-term contract for a Pupil Premium Coordinator. Raising the profile and supporting all staff including the SLT lead.</p>	<p>Likewise, aiding the relationship with hard to engage families is vital.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>It forms part of our leadership implementation plan after careful defining of the issues we wanted to address.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p>	<p>All</p>
<p>3. Review our Behaviour Policy (Behaviour and Good relationships) to positively and explicitly convey to all stakeholders our expectations and mission.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf</a></p> <p><a href="https://www.bristolonecity.com/wp-content/uploads/2021/03/Belonging-consultation-report-children-and-young-people-Dec-2020.pdf">https://www.bristolonecity.com/wp-content/uploads/2021/03/Belonging-consultation-report-children-and-young-people-Dec-2020.pdf</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england">https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england</a></p>	<p>4</p>



<p>4. Increase in the attendance of disadvantaged students.</p> <p>Partner with Teaching Times in the National Wellbeing Pilot to become one of 5 Bristol Wellbeing Pioneer Schools. SMRT will aim to achieve the Gold National Wellbeing Award within 12 months.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.sec-ed.co.uk/best-practice/improving-attendance-for-pupil-premium-students-school-vulnerable-white-paper/">https://www.sec-ed.co.uk/best-practice/improving-attendance-for-pupil-premium-students-school-vulnerable-white-paper/</a></p> <p><a href="https://commonslibrary.parliament.uk/research-briefings/cbp-9511/">https://commonslibrary.parliament.uk/research-briefings/cbp-9511/</a></p> <p><a href="https://courses.teachingtimes.com/bundles/raising-attainment-with-wellbeing">https://courses.teachingtimes.com/bundles/raising-attainment-with-wellbeing</a></p>	<p>3</p>
<p>5. Targeted progression and CIAG to better support disadvantaged students</p>	<p>CEC report (2020): highlights importance of careers guidance.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf</a></p> <p><a href="#">Effect sizes reported by Hattie (2016)</a> show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on pupil achievement.</p>	<p>6</p>

**Total budgeted cost: £ 303.597**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Please see separate document for 2023-4 review of outcomes

### Externally provided programmes NA

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider

### Service pupil premium funding (optional) NA

***For schools that receive this funding, you may wish to provide the following information:***

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	